

nails - higher part of the horny cells -

'embedded in a recess -

V. never explained the diagrams were
greatly magnified -

"to be kept compressed" -

Schaeffer plan? not touch re the skin on hair -
imitating V.S. -

V.'s faulty teaching so faulty that notwithstanding
earnest attention the girls did not answer -

Good to get girls to draw diagrams
by means of papilla compared to the best

V. did not recollect her own subject
well enough - question -

G. Fair lesson - carefully prepared -
but - given mechanically from book
(Walls' called Sweet plan) W. was told to

W. hand - no living teaching -

V.'s attitude good - Manners with girls
pleasant -

Pronunciation very faulty + wrong
so because V. spoke in a lower tone
than her middle voice -

Good reproductive work - but no original
work from children - Sketched & painted

Ruin Ross - Ch. IV - Sub^r (Algebra)

His voice below mid register - very
diff. to hear -

V. content to have I work. sum on RB -
+ not explain^{steps} - No: she said she
did not quite understand.

R. began with idea she should get f. as an -

V. learned much to get a simple result -

R. not allowed to put her ans. to qth way -

"whole expression" not understood -

V. did well to work out

to prove it "too much" - E. thought.

His power of language not - explaining his
point. No clear explanation arrived at -

R. did not see -

Good to ask R what she did not understand.

V. good to follow R's lead -

R's fatal error - Not she put it into her

lead that the ans. must be 8

V. extremely patient with R's difficulty
but did not press it -

12 did not give a clear idea of use of
brackets - H. sat down because she found
she got - not farther -

His want of clearness of thought evident
in the part that she did not make herself
plain to the girls.

"Whole expression" - "She had been
deprived at once - - def. very
young - "the whole of them together" -
"Changes it for a purpose" -

H. very willing in his explanations -

V.G. to show H. why she was from
the exp. -

Surprising you have no -

V.G. to test H. at last

H. at last saw use of brackets,
good to say that. It was the last
of Fair Lesson - V. showed
good qualities of patience & great
interest in his subject - but his
behavior was irregular.

Jim Kinget - Cl. III

11 P31CNC7

Kidney.

"Foot" begins well by guessing
facts & finding out - all they know -

Looks of sharp teeth - might have
generalized -

"enable it to draw its head up at any
time -

power of its head -

Propriety - after - prison

Hibernation not at all well explained -

no attempt to generalize

Latin - seems

Squirrel

Dormouse - not - except

Did not enter into the job of collecting names

He looked anxious & absent as if he were
his lesson - his freshness of description -

no animation - no interest in his subject

"most ingenious way" really inspired

Looked rather weary & dejected

Spines - no attempt to find out & facts

mean meaning

I did not hear one of the answers
made by girls found to much just
read and do - Grace's two articles -
spoon - much improved -

In work letting suggestions after lesson -
Winnie I have told all abt. her hedgehog -
Picture and name. till end - remarks fresh -
Root Lesson - Slow - dull - $\frac{1}{2}$ uninterested
unintelligent - Rem. faulty - girls
allowed to murmur. Lesson rather
below intelligence of class - Physical
limited - Recap. Slow & dull.

Miss Gayford -

11p33/1107

Assimilation (plants.) Ch. 11

Y. made her points clearly - came to K -
for her knowledge -

'This thing' - does not lie in hand -

Y. asserted on exact - knowledge -

Water & salts is -

Thin membrane, well explained -

Soaks through - Osmosis well explained

Y's writing on Bd took up too much room -

Y. assumed proof - by looking water -
did not get K to explain -

Cortex & Cass - did K know -

Try for yourself - find

Should have been able to show root ~~fibers~~ ^{fibers}

microscope or lens -

ell. of stomata - had - of next cells and

well exp'd - microscope. Chem. formulae

Super with water and -

because you know - long. Stere-

Good to have red in test - did not come off well -

did not make pot. as store of org - clear -

no con. between sup. in leaf & St. in water

would not - whether protoplasm made of -

Is changed into starch - hard?

not to have K ask Gaby - between

K wanted redish stuff between sup. & St.

called Simulatrix? organic & inorganic

not explained -

called for microscope work - not

Science lesson - because Sci. must

be learned from objects

V? not clear as to service of sugar & protein

to plant -

Fairly good ~ Mr. Manners bright & pleasant.

Lesson well conceived - but - alt almost

without demonstration - Grave fault -

Jim Stubbs - III -

Nov. 4 - 97 -

12 p 50199

French (Gomine)

Y. told her story in a bright -

Y. too grave -

Used the same verb in Eng. when she
wanted to introduce diff. verbs in F. -

Ex Y. ~~gagay~~ - ~~gagay~~

Y. verbs pronounced diff. on each
pronouncement

Y's verbs not clearly given - so girls
did not know them -

"do the action" - in French for
during the action

Girls absolutely uncertain abt. pronouncing
verbs -

pleased to hear that F. Y. pronounced
more readily than he

Y. quite certain abt. Paris but the class had
not been taken - from the 1st to the 10th -

Y. sounded an uncertain note - i. e. "We do"
so also - Y. both pains to have
one word - ? no name

Y^h stood to near his class

He began - well described
explained sur well -

Good to ask in battle -

Thank of ring

So both not kept

His accent pretty good

Lesson well used.

Y^h said at last in fin -

So both stumbled over because not noted at

time girls yielded to repeat - who have done it

better if from points had been noticed

His voice dull & monotonous -

Good for S - to say place to show her

Said as - to come to it better -

He tried to give equal work to each girl

Girls learned at best but imperfectly -

Laughter in early part of lesson and

it slow & heavy -
He extremely painstaking - points & signs -
voice monotonous - manner dull - stood
a long lesson -

Thurs. Vilkimer - Cl. IV - Oct. 4

11p37mca

Gray's Ode - Request of Poetry

Penderic - Horations "no explanation"

Derivation of 'od' - well given

Definition not pressed - not

translated into simple English

foot to draw the eye - also to refer
to eye bird - became very simple
nice -

reference to Penderic simple & good -

"direct - unobtrusive"

V. waited much too long for Korea -

Is it Korea -

light & stated - Why?

might have got more ideas from fish -

A good introduction to the subject - something

very simple & nice - sometimes relying
with book words -

V. attempted too much - a lesson or

a single fig. of Sp - as on alt. not by the way

in another lesson -

Writing on board had

Ruby by girls & Mrs.

Mrs. - subject for separate lesson.

Paul H. - worked Ruby's subject in a rapid way -

M. made mistake of waiting too long for Ruby's girls did not -

Got to let the girls that we do not always take note of success -

Got to know E. on her own

resources in variety of adjective

Got to show H. that diff. eggs -

want diff. reading -

E. allowed to read too trippingly -

V. worked out subject well.

Prots never as the common every day words.

V. always gentle - did not come down on R. for mistake - eyes - misinterpreted -

Got to refer to Par. lost -

V. - very patient & understanding - girls really dull. Eschew - got to

ilp39cm07

for girls a feeling of the value of feedback -
but had to explain necessary fully when
captives was the word -
"harmonious rules" well explained

Lesson fit as to matter - but
too ambitious as to quantities

Points well worked out -

Girls a little stupid - perhaps because
they felt - the subject too dependent too
much on knowledge wh. they did not
possess.

Extremely sympathetic with her
subject - conveyed literary enthusiasm

Voice sweet & clear - diction very

suitable when not bookish -

Manner teacher like & dignified

Lesson has real value - but is not
a bright point brought to a point -

A fairly good Lesson -

7.2p40MCT
Min. Mackenzie - Cl. 15.

History Story -

Chr. compressed all - det -

Chr. certainly knew Queen's name -

Chr. rose to the idea of a 'Prince' -

Pr. Charlie - Prince of Scotland

"What kind of man may have an army" -

The greatly handicapped by Chr's

lack of historical ideas -

Prince Charlie's wanderings very well told -

£30,000! Chr. had no idea -

It went on with her story without

any break -

"loyal" - well explained -

loyal - because she felt - sorry -

Compressed ideas -

How much money I Chr. had no idea

Everybody "of course" tried to get £30,000 -

Same word as "the heavens"

was it a very brave? - Ch. did not know
how -

for to describe petticoat &c -

might have made much more of little
voyage - But her

for to give ill. of trial & island

for to show opening where R. landed.

for to draw castle - took to give

to castle - soldiers asleep "of course."

Have you heard of Tower of London?

No attempt to remind to Ch. all

Tower as it is now -

He told the story very simply & effectively -

He did not - break up her questions

but went on with the same?

He went on with her to lesson with great

pleasure is a sign of the want of understanding

in the Ch. - Story well told - but He did not

know how to bridge over the difficulties

so that the Ch. did not grasp the point

voice got clear - by use of BB -

A very fair lesson

11/4/20/07

Lecture on the Tides - Dan Rennie Thoms.
Cl. III.

got to begin from historic point -
got to remind girls of apple tree -
got to get things in given dates -
"Theory of the tides" I'd have had
some exp. "Resists - naturally
resists - but makes it very ill-
law^d of grav - "This law of gravitation
Alexandra -

race down to drive a good ill.
Suppose that the water all round earth -
"The water" why? idea of want of
cohesion in water not made clear -
got to get distance of Sun
million miles! Said confidently
impressively -
V. cleared up the initial ideas well -
V. did not make 2nd tide wave clear -
In of water a good illustration

but in
Lis. an
as to
rotah
wave
moon
won
won
got
got
earth
moon
won
two
ye
high
trun
near
got
star

but not - suff. worked out -

Li. answers "earth had to go the same way
as the water slowed down -

rotating on axis - ill. wanted -

Wave came round not clear -

Moon will have appeared to come round to
work it?

work you -

Got ill. a people pulling -

Got to show moon's course round the
earth. - month not explained -

Moon at the time of full moon -
would it be, vacuum -

Two moons allowed to live on ~~the~~ ^{the} ~~surface~~ ^{surface} -

V. got out new moon very well

High tides not made clear -

trough & crest of moon & sun & air & sea.

Keep - very well given -

Got to make girls find from map

Starting place of tide wave

13 p44 cmc7
Got to ill. ships in mid ocean.
ships' notes

very good to show ships at anchor during
rounds

Got to safequent girls from hunting ship
anchoring in mid ocean

ill. preface + foot - full of verve -

Bad not to have an atlas for names

Y. should have called for another

example of low tide than the first

titled Bar - girls etc have explained -
have better - well got.

W to 100 ft. shd have been explained
a rather illustrated by some building -
titled Bar well illustrated.

Large well explained -

Got to get - nature of the from etc

making sketch of Severn

Bad to let up 4 tides -

very ready + quick with illustrations -
of so many

times of tides not well exp^d

Abt. one hour later -

Ill. of earth in orbit not even -
equinox - not explained

Good to make Geo. correct diagram

fr. evidently did not understand

Had to have 2 moons in S. to get it.

A good lesson. became 7th New great

perce. swim into it - one per

perce. too many ideas attempted -

+ 7th failed to ascertain if girls had

clearly per^{ce} each successive idea

Manner very bright + dramatic

voice clear. + varied illustration

capital. 7th clear + helpful but

Sometimes leading -

Min. Butter - Cl. III
Hors - Chestnut

LP46CHL7

He began by asking where the came from -
And you have told me what you heard - first
had not told her anything -

"even" - instead of smooth -
good to get long yellow chestnut!

good to show L's chain -

act of trunk very imperfect

good to get from chr. my branch
is thick. etc.

good to get buds from girls - & leaf buds.

Why "It" is so sticky - chr. might have
been made to tell why - Names of the
countries might have been got -

All the girls did not see horse - shot!

~~Bad~~ But we have made girls say how
'dented' instead of curved - Why Carrots?

She had said there - 18 in. long.

by mouth too - nice -

"bunches" - good to give us of flowers -

"too many points - would sit there?"

"What it's like" -

might have got - structure of h. ch. from girls -

"Aren't they?"

horse chestnut - 2 reasons -

Recap: rather tame - girls did not know facts -

good to ask about nodes at last - that

have done so wrong - flower in center of "hd."

good to correct mistakes -

Lesson - rather tame - not enough work

for the girls - no enthusiasm... girls

did not care -

Girls: attention but not interested - did
not try to answer. allowed to mutter -

Bb. Fairly well used - but no recap -

drawing pot. Illustration - not ample

and - well used -

1/2 Dull matter of fact - no touch
of life - behaved into self

inconvenience

a Fair Lesson -

Nerves - Cl. IV - Jim Fay
 Good to allow G. to recollect herself &
 produce sympathetic nerves -

Good to let G. say functions of
 'Latin for brain' cerebrum -
 Good to get secretion from G.

No. of fibres - was that plain?
 electric wire - good - unnecessary
 to wait for what G. did not know
 Drawing of nerve in cold chalks
 good - good use made of
 electric wire - but insulator should
 have been used -

G. went with great alacrity to look
 at nerve -

Did G. know that drawing was on fibre?

G. did well to ask meaning of present
 'the clean app. & eff. nerves' -

This manner pleasing & quiet of
 "by the motor nerves"

Review of section of Spine good

Notes were nicely set out.

U. very well worked out.

Good to bring lesson to point by asking value of pair.

V. quite good to let G. pass. - considers. Did not take up L's answers. P. warning.

V. careful to get exact answers.

Recap: good - Edwyth knew the lesson. + was allowed to work

Good Point of lesson - Pupil given work to do + allowed to do it.

Bad Point - Several points not

thoroughly worked out.

L. & G. not aided to remember

by clear summary on Bk. - Lesson - good - well adapted to G.

Pupil - Thoroughly interested

G. learned lesson fully. V. good memory & spoke of ~~his~~ lesson

Carton Lesson - Miss Arm.
Cl. 1b.

V. G. to ask what sq. was & why -
Ch^r allowed to measure quite close - &
work up to their possibilities
to use ruler & find inches for themselves -
V. did not trouble Ch^r with too much explanation
just to see the eager happy little faces.
V. dictated their rulings & Ch^r did them
V. expected them to understand &
they did - V. had ascertained right &
left.

Ch^r took to "measuring sq" quite readily.
Ch^r did not look at V's diagram
but if they had done so, they would have seen
what she wanted -

Sylvia's sign of happy accomplishment -
"There to meet - me - dot" - it has
been better described

"This corner here"

Look Sylvia. That's the other - had -

V's diagram incorrect - spoiled the
appearance of figures

Y. altered place of Madge's rules - without
getting child do it for herself -

"You comes here - had -

"Show me which they are - good.

Put out crosses?

"Is a pity not it? enough.

"Blue" not - nicely done on Bd.

Y. to let Mr find for themselves

the line to be cut -

"Went a little wrong here didn't you?

A supple correction - no exhortation

"brown"?

Mr. took to the bending beautifully.

Mr. required very little instruction

Y. only gave what they required

restrained herself & did not chatter

or direct - but kept her eyes open.

& chopped mistakes -

"as though you were painting - good -

Had to give Madge a hat brush - otherwise
well provided with material -

Lesson - suitable in quantity - adapted to Mr's progress in her
Y. took the lesson morning with eager pleasure.

To examine p.s. - not - passing - quiet purposeful
- voice suitable. Very good.

a lady pronounced

Cl. IV- 37th - Prop.

Good to begin by distinguishing between
theorem & problem.

"A way to think like new ideas - good -

Allowed K to say a sentence and
grammatically -

Good to let girls work entirely on
the work they know.

"What right do have you to do that? Good -
a testing?"

"You're only guessing aren't you - good -

"because that line looks to -" K should
have found out why line wrong -

"Let her to way you work it? Good
to let - G. choose way -

V. gave sufficient help. but not
too much - allowed girls time to
think -

all of fields to explain "proof by area" good.

Are we - proved by another proof? -

was work very thorough but not brick ^{is made}

shorts way given when wanted
V. extremely careful to have proofs expressed

very clearly + correctly.
Good to have K. describe what T. does.
E. did not do paper well. did not follow K's enunc.
Good to have parallels written in full.
Good to have letters changed -
Good to let K. describe & E. write.
Good to let both girls write in turn
I th slouched & felt to have no interest
I correct help of ^{two} ^{girls} ^{to} have ^{no} interest
Lesson. appropriate - complete & well worked
out. not given with spirit -
Pupils. well. worked - thoroughly attentive
mastered the lesson.

Teacher. Language app. & well chosen.
manner dull. but teacher looks
disinterested & alert -
Tone of voice ^{monotone} - depressing
Good. We have been very f. if
given with more spirit.

I don't like the
mats at all